

DEPARTMENT OF THE ARMY
U.S. ARMY ORDNANCE CENTER AND SCHOOL
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**CHIEF OF STAFF OF THE ARMY'S
READING LIST**

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Supersedes Professional Reading List, Feb 01.

Section 1

Introduction

1. The following book lists and academic assignments are to assist you with your professional development. If you are attending the Officer Basic Course, please select a book of your choice from Section 2, Chief of Staff of the Army's Reading List, to fulfill your "book review" and "book briefing" requirements. The staff will gladly provide you with further guidance on these assignments.
2. The Chief of Staff of the Army's multitiered professional reading list is for soldiers to learn more about the Army's proud heritage and about their own profession. A hallmark of the best soldiers and leaders of the Army in the past has been their commitment to read widely and deeply about their profession. The Chief of Staff of the Army's professional reading list, in his words, is a "list for leaders" that will help them "prepare for the heavy responsibilities" in an Army that cannot be second best. The 43 books on the Chief of Staff of the Army's Reading List are divided into four sublists with each sublist building on the readings of the previous ones. The list is also progressive in that each list is more challenging than the previous one and each is targeted to audiences at specific levels of their professional development.
4. We encourage you to use the U.S. Army Ordnance Center and School Library. There is also an excellent selection of reading material available in the other library facilities on post. Most of the books on these lists and other books are available at these libraries. Others are available for purchase or order through the Post Exchange bookstore and the clothing sales outlet. You should pursue your reading interests beyond the scope of this list.
5. The most important thing is to begin reading. The secrets of victory may lie somewhere within this reading list. Our challenge is to find and apply them.

NOTES/LEGEND:

* (asterisk) - Indicates books that are available in the USAOC&S Library

Section 2

Chief of Staff of the Army's Reading List

The following are sublists of books appropriate to varying levels of experience and responsibility.

Sublist 1 - For cadets, soldiers, and junior NCOs

- *1. *Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest*
Ambrose, Stephen E.
- *2. *The Long Grey Line*
Atkinson, Rick
- 3. *The Greatest Generation*
Brokaw, Tom
- 4. *This Kind of War: A Study in Unpreparedness*
Fehrenbach, T. R.
- *5. *America's First Battles: 1776-1965*
Heller, Charles E. and Stofft, William A.
- 6. *A Concise History of the United States Army, 1775-2000: 225 Years of Service to the Nation*
Hogan, David W., Jr.
- *7. *The Face of Battle*
Keegan, John
- *8. *We Were Soldiers Once and Young*
Moore, Harold G. and Galloway, Joseph L.
- *9. *Once An Eagle*
Myrer, Anton
- *10. *The Killer Angels*
Shaara, Michael
- *11. *Commanders*
Woodward, Robert
- *12. *Blackhawk Down*
<http://www.philly.com/pack>

Sublist 2 - For company grade officers and company cadre NCOs

1. *Citizen Soldiers*
Ambrose, Stephen
- *2. *The War to End All Wars: The American Military Experience in World War I*
Coffman, Edward M.
3. *The Soldier and the State*
Huntington, Samuel P.
- *4. *Embattled Courage: The Experience of Combat in the American Civil War*
Linderman, Gerald F.
- *5. *Company Commander*
MacDonald, Charles B.
- *6. *Men Against Fire: The Problem of Battle Command in Future War*
Marshall, S. L. A.
- *7. *For the Common Defense, A Military History of the United States of America*
Millett, Alan R., and Maslowski, Peter
- *8. *Certain Victory*
Scales, Robert H., Jr.
- *9. *General George C. Marshall: Soldier-Statesman of the American Century*
Stoler, Mark A.
- *10. *Buffalo Soldiers (Black Saber Chronicles)*
Willard, Tom

Sublist 3 - For field grade officers and senior NCOs

- *1. *East of Chosin: Entrapment and Breakout in Korea, 1950*
Appleman, Roy E.
- *2. *An Army for Empire: The United States Army and the Spanish American War*
Cosmas, Graham A.
- *3. *The Evolution of U.S. Army Tactical Doctrine, 1946-1976*
Doughty, Robert A.
- *4. *Jomini and His Summary of the Art of War*
Jomini, Antoine Henri
- *5. *Three Battles: Arnaville, Altuzzo, and Schmidt*
MacDonald, Charles B.
- *6. *Battle Cry of Freedom: The Civil War Era*
McPherson, James M.
- *7. *The Challenge of Command*
Nye, Roger H.
- *8. *Summons of the Trumpet: U.S.-Vietnam in Perspective*
Palmer, Dave R.
- *9. *Supplying War: Logistics from Wallenstein to Patton*
Van Creveld, Martin
- *10. *The American Way of War: A History of United States Military Strategy and Policy*
Weigley, Russell F.

Sublist 4 - For senior leaders at and above brigade

1. *On War*
Clausewitz, Carl von. Ed. by Paret and Howard
2. *Command Decisions*
Greenfield, Kent R. (ed.)
3. *War in European History*
Howard, Michael
- *4. *The Rise and Fall of the Great Powers*
Kennedy, Paul
- *5. *Diplomacy*
Kissinger, Henry
6. *Military Innovation in the Interwar Period*
Murray, Williamson, and Millett, Alan R.
- *7. *Thinking in Time*
Neustadt, Richard E. and May, Ernest R.
8. *Makers of Modern Strategy from Machiavelli to the Nuclear Age*
Paret, Peter (ed.)
- *9. *An American Profession of Arms*
Skelton, William
- *10. *On Strategy*
Summers, Harry
- *11. *The Peloponnesian War*
Thucydides

Section 3

Writing a Book Review

1. There is a difference between a book *report* and a book *review*. A book *report* attempts to do little beyond summarizing the contents of a book, while a book *review* is essentially a description of a book or a commentary on it. It does both more and less than a book report.
2. The book *report* is a very simple assignment. It is basically a straightforward summary of the contents, plot, thesis or proposition of a particular book. The writer of a book report does not evaluate the author, comment on the style, organization, or documentation of the book, nor evaluate its utility, potential audience, or "success" to any significant degree. The book report simply digests or condenses what is in the book. It does little more than indicate whether the student has read the book and whether or not he or she understands it.
3. The book *review*, on the other hand, is a critical analysis of the book. The most important point to remember about a book review is that it is an *evaluation* or a *commentary*, and not a summary. Unless your instructor specifically requests that you summarize the contents, a book review should spend little time outlining the material covered by the author. The bulk of your review should be an evaluation of the way the author handled the subject and a commentary on the book's contribution to your understanding of the issues discussed. Your book review should discuss such things as—
 - a. The author's purpose in writing the book, or what the book is designed to do:
 - (1) Is the book intended as a general survey of a particular historical problem, or is its purpose the in-depth, detailed analysis of a relatively narrowly defined subject?
 - (2) Is the author distilling and summarizing conventional wisdom (as found in monographs, doctoral dissertations, and essay literature) about a subject, or is he or she attempting to present entirely new material or an interpretation to the reader?
 - b. The author's documentation and research:
 - (1) On what evidence does the author base his or her work? (Here the careful reader always consults closely the footnotes (if any), bibliography, and Preface or Foreword of the book.)
 - (2) What sources does he or she cite as the underpinning for the work?
 - c. The organization and coherence of the book:
 - (1) Does the author's organization of material seem clear and logical?

(2) Did his or her narrative and arguments hang together without "holes," on the one hand, and tedious repetition on the other?

d. The author's thesis, interpretation, or "point":

(1) What is the principal point(s) made by the author? Is he or she arguing that economic problems caused this or that revolution?

(2) Is the basic point of the book that the North won the Civil War because of its greater industrial strength? Is the author arguing that Napoleon was power-hungry and boundlessly ambitious because he was very short and in general had an unsatisfactory childhood? What is the basic point of the book?

e. The author's credentials and (overt or covert) bias:

If possible, find out who the author is. Is he or she a professional historian? A journalist? A participant in the events? Could you innocently pick up a book titled *Sirhan Sirhan: A Patriotic Life* by Leiea Sirhan (his mother) and use it as your basic source for an understanding of Robert Kennedy's assassin? What reservations might you mentally make concerning a book about Nazi art written by an eminent art historian, but one whose parents died at Auschwitz? These are only obvious illustrations of the principle that the perceptive reader attempts to find out something about the author of any book he or she reads because of the light such information may shed on the particular prejudices or interests of the author.

f. The intended audience of the book:

Who did the author write this book for—a general survey for the information of the average reader, perhaps even as an explicitly commercial venture? Or is the book for a narrower, specialist audience? (This point relates closely to subparagraph a above.)

g. The style or literary merit of the book:

Although history books are not usually primarily literature, in the narrow sense of the term, many historians do argue that history is at least a specialized branch of literature. All historians agree that anything less than good literary style is unacceptable in historical prose. In your book review you may want to comment at least briefly on the quality and characteristics of the writing in the book.

h. Your overall evaluation of the book:

Although you may not be able to comment with confidence about all the categories listed above, you should feel no hesitation about evaluating the book from your perspective. That is, what use, interest, or value (or lack of same) did the book have for you? Did reading it serve any purpose for

you? (A "great" biography of Bismarck may certainly not be "right" for a freshman audience.) Associated with this is an either explicit or implicit recommendation about the book.

i. List the publishing data, i.e.:

(1) Author

(2) Name of book

(3) Publisher

(4) Year of publication

4. You can approach your task in any one of a number of ways. Scan the *New York Times* Book Review section. Read a few of the shorter reviews to get a feel for the way their reviewers approach the task. There is no formula. Each reviewer thinks and writes in accordance with what he or she regards as logic. Then look at some military book reviews that can be found in professional magazines such as *Armor*, *Infantry*, and *Military Review*. Aim for the same level of professional writing.

5. Finally, certain rules endure. The secret to writing remains rewriting. At a certain point, one should (or may) show the manuscript to others for comment. Acknowledge sources of unique notions or concepts. The final paper, however, is the sole responsibility of its author.

6. *All* of the above *will not* be relevant for each and every book you review. For each book some categories in the above listings will strike you as more relevant and important than others, but these are some of the major questions you should consider as you comment on a particular book through the review process. It is an exacting exercise, requiring you to think very carefully about the work you have read. Writing a good review requires considerable effort and acumen on your part. It is an important test of your critical judgement.